**PRIOR KNOWLEDGE: How to say where I live, some familiarity with French-speaking cities**

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| **Language Level** | French - Level 1 | | **Grade** | | mixed | **Date** |  | | **Day in Unit** | | 2/3 | **Minutes** | 55 |
| **Unit Theme, Topic and Question** | Personal and Public Identities: Global Citizenship / Who am I? Who are you? | | | | | | | | | | | | |
| **Daily topic:** | **Where I live - continent, country, city** | | | | | | | | | | | | |
| **STANDARDS** | **LESSON OBJECTIVES** | | | | | | | | | | | | |
| What are the communicative and cultural objectives for the lesson? | **Communication**  *and*  **Cultures** | *Which modes of communication will be addressed?* | | **Students can:**   * name several French-speaking cities. * locate and identify percent of population on each continent. * ask and answer questions about where I and others live - planet, continent, country, city. | | | | | | | | | |
| * Interpersonal | |
| * Interpretive | |
| * Presentational | |
| **If applicable,** indicate how Connections • Comparisons • Communities • Common Core will be part of your lesson. | **Connections** | Geography: Locating continents and French-speaking countries on a world map. | | | | | | | | | | | |
| **Comparisons** | Percent of population by continent | | | | | | | | | | | |
| **Communities** |  | | | | | | | | | | | |
| **Common Core** | * Speaking and Listening:Integrate and evaluateinformation presented in diverse media and formats, including visually, quantitatively and orally. * Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. | | | | | | | | | | | |
| **Lesson Sequence** | **Activity/Activities**  What will learners do?  What does the teacher do? | | | | | | | **Time\***  How many minutes will this segment take? | | **Materials • Resources**  **• Technology**  Be specific. What materials will you develop? What materials will you bring in from other sources? | | | |
| **Gain Attention / Activate Prior Knowledge** | * Teacher posts or displays some of the images of French-speaking cities used in previous lessons. * Students jot down the names of the ones they rememeber and circle the name of one where they pretend to live. * Teacher models guessing where someone lives. *Do you live in….*Student responds with *Yes, I live in… No, I live in…* * Students circulate asking where do you live until they find others who live on the same continent. They group by a picture of that continent. They introduce themselves to the class reading a sentence that says *We are (Europeans)*. | | | | | | | 10 | | * Pictures of French-speaking cities. * World map | | | |
| **Provide Input** | * Teacher shows first segment of video introducing population and planet Earth. * Teacher writes 8 milliards, shows numberically 800.000, 8.000.000 and 8.000.000.000 and asks students to select the one they think it is. Teacher shows correct answer. * Teacher models Do you live on the planet…asking and having students show thumbs up, down. Models “poor Pluto” as not being a planet. * Teacher shows PPT slide with the 5 continents and again models where do you live having students signal thumb up/down before producing full answer. | | | | | | | 10 | | [**Si la terre était un village**](https://www.youtube.com/watch?v=1J7vdvGYtTo) | | | |
| **Elicit Performance / Provide Feedback** | * Teacher models *I live on the planet Earth.* * Teacher asks *Where do you live?* And gradually has students ask and answer question. * Students ask and respond with planet and continent. * Students pick a continent, pair and guess the partner of their partner by asking *Do you live in (Asia)?* The words that students need are visible on the PPT until the last couple of exchanges giving the teacher and students a chance to see if they can do it on their own. | | | | | | | 10 | |  | | | |
| **Provide Input** | * Teacher continues video showing world as 100 people and introduces key numbers (5, 8, 12, 13, 61). Teacher counts to 5, has card with 5 on it and models 5 in America? 12 in Asia, etc. * Teacher invites students to “imagine” and works with the larger number of 61 asking if 61 people live in Asie? Europe?, etc. * Teacher shows map of world with French speaking countries and sympol of Francophonie. * Teacher asks in French Why red, yellow, violet, green and blue? Text is visible, but not addressed today. | | | | | | | 10 | | * number cards with 5, 8, 12, 13, 61 * world map to write on, one with 5 continents | | | |
| **Elicit Performance / Provide Feedback** | * Teacher has students mark 61 on world map in location of Asia. Teacher models guessing and writing the other numbers on the appropriate continent. * Students label map individually, then pair and compare. * Teacher asks a few students for their numbers for differnent continents. * Teacher plays video to confirm correct answers. | | | | | | | 10 | |  | | | |
| **Closure** | * Exit Slip - Students complete sentence frames individually using a word bank. They indicate where they live - planet, continent, country and city. | | | | | | | 5 | | * image of Francophonie * [La Francophonie et son drapeau](https://www.francophonie-avenir.com/Archives/Document_Drapeau_de_la_francophonie.htm) | | | |
| **Enhance Retention & Transfer** | Students are challenged to see what they can learn about the concept of Francophone, encouraged to watch French and/or English videos. | | | | | | |  | | * [La Francophonie c'est quoi?](https://vimeo.com/39482313) * [French Language Across the World](https://www.youtube.com/watch?v=kBjTv8mhpQU) | | | |
| **Reflection** **– Notes to Self**   * What worked well? Why? * What didn’t work? Why? * What changes would you make if you taught this lesson again? * ???? |  | | | | | | | | | | | | |

\* Remember that the maximum attention span of the learner is approximately the age of the learner up to 20 minutes. The initial lesson cycle (gain attention/activate prior knowledge, provide input and elicit performance/provide feedback) should not take more than 20 minutes. The second cycle (provide input and elicit performance/provide feedback) should be repeated as needed and will vary depending on the length of the class period.

https://www.youtube.com/watch?v=1J7vdvGYtTo